

## **Anxiety - Classroom Resources for Schools**

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Author: Deborah Shepherd School Nurse

### **Key Concepts**

- Understanding that our feelings and emotions have an affect everything we do in our lives
- Understanding that everyone has 'worries'
- Understanding that emotional health can affect our ability to learn and be happy
- Recognise feelings and how they impact on our physical health
- Understand that help and support is available when needed

### **Key Processes**

- Develop self-awareness by reflecting on thoughts and feelings
- Assess and manage thoughts and feelings
- Use knowledge and understanding to recognise situations that may cause 'a worry'
- Develop skills to manage worries
- Recognise when to seek support and who may provide this

### **Content**

- What do we worry about
- Everyone has worries
- How do worries make you feel
- How they can affect our health and happiness
- Awareness of what helps and where to get support

### **Learning Outcomes**

- Recognise how worries can make you feel
- Understand that worries are normal and everyone has them
- Understand when and who to ask for help
- Appreciate that worries can be solved and made to go away

Activity	PowerPoint Presentation	15 Minutes
<p><b>Resources PowerPoint</b></p> <ul style="list-style-type: none"> <li>• Introduction and ground rules. Not calling out. Put your hand up to give answers and don't worry there are no right or wrong answers</li> <li>• Begin PowerPoint</li> </ul> <p><b>Slide 1. WORRIES</b></p> <p>Grown-ups sometimes call worries, stress or anxiety. So what is a worry? I think of it as a bad thought that gets stuck in your head. You might not know exactly what it is..... but IT's just bothering you.</p> <p><i>Ask the group for examples of things that might cause a worry.</i></p> <p><i>Tab to next slide</i></p>		
<p><b>Slide 2. What do we worry about?</b></p> <ul style="list-style-type: none"> <li>• School work – We all learn in different ways. We are all good at different things. Some people find things more difficult than others. Do you think you will be able to learn if you are worried?</li> <li>• Friendships – You might feel you don't have any or fall out with the ones you do have. You might think someone is not being very nice to you or saying things about you. It's important to be kind to each other.</li> <li>• Appearance – You may worry about being different, you may need to wear glasses. You may feel small, too big, too short or tall. We are all different..... that is what makes each of us special</li> <li>• Parents and family – Parents sometimes say or do things and don't realise how it may make you feel or worry.</li> <li>• Things at home</li> <li>• Getting into trouble or being told off</li> <li>• Being ill or getting sick</li> <li>• The dark – Being afraid of the dark, even though we know there's nothing there.</li> </ul> <p>We can worry about almost anything..... It's normal to think about things. It helps us to keep safe and manage dangers. Worries can help us think about things so that we can make sensible choices and decisions.</p>		

But sometimes worries can get stuck and then we think about them all the time. So it's important to know..... *Tab to next slide*

### **Slide 3. Everybody has worries**

We all have worries me, your teachers and your parents. Everyone has worries..... What is important is how we manage them.

*Ask..... Can anyone tell me what a worry can feel like?*

*Tab to next slide*

### **Slide 4. How do we feel?**

*After a short time the slide will automatically fill with various feelings, weak, sad, tearful, unhappy, sick, lonely, confused, hot, angry, frustrated, worn out, headache, dizzy, scared, racing heart or butterflies in your tummy **sweaty is the last one.***

Worries can sometimes make us feel ill or sick. They can make us feel tired so we have less energy to do things. Worries can take over our thoughts and we may not be able to concentrate or do our work, we might forget things. *What might happen then?*

We may get angry, confused or frustrated. We could become unhappy or tearful. Will people know why?

What can we do? **Tell someone.....** *Tab to next slide*

### **Slide 5. What helps?**

*Tab keyboard each time for images to appear with what helps to manage worries. Images appear in the following order:*

**Ask for help at home** – Your parents love you and want you to be happy. They could help you or speak to you teacher if you feel you can't.

**Ask you teacher** – Don't be afraid they are there to help you. It will be useful for your teachers to know if you don't understand something because you may not be the only person in your class. They can then explain it more simply or show you how to do something again.

**Talk to your friends** – Your friends may be feeling the same and you can help each other.

**Talk to someone you trust** – Sharing your worries and fears will help you get support to solve them and make them go away. If you really can't tell someone writing it down is OK.

**Exercise** – Doing physical things like sport, playing football, dancing or riding a bike can help us to relax and not think about our worries. It can help us to be worry free and escape from thoughts and feelings.

**Eat healthily** – Sometimes if we have worries we can eat too much or not want to eat at all, so eat healthy.

**Sleep well** – Sleep is very important. *What happens when we sleep?* Our bodies need to sleep to keep them working properly. Sometimes worries can keep you awake even if our body wants to sleep. Worries can do this so it is important to talk about them so as you can make them go away.

**Take time to relax** - Relaxation is another word for being calm it is something you can practice.

Can you think of how you might calm yourself?

**Breathing slowly** - In through your nose and out through your mouth slowly. As you breathe in feel the calm, cool air filling your body and when you breathe out feel the tense hot air leaving your body. You could do this slowly, up to 5 times.

**You can choose a special memory** - think of a happy time or place when you were having fun. Try to remember all the very small things of that special memory.

What were you wearing? How did the air smell? What could you hear?  
What did you see?

Thinking of good memories makes us feel really good inside and if you practice soon just thinking of happy times will make you actually feel that way.

*Tab to next slide*

**Slide 6. Face your fears..... You can imagine yourself stronger** so that you can chase your worries away.

*At your next tab the monster disappears and smiley appears.*

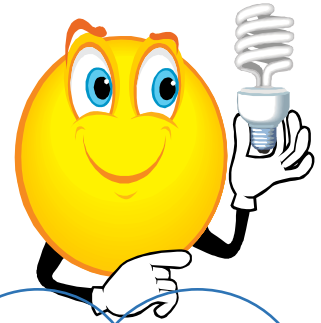
**Slide 7. Thank you for listening. Any questions?**

# Worries



What did you learn from the presentation?

Has it helped you to deal with your worries?



What would you do differently if you had a worry now?



Who could you talk to if you had a worry?



# Anxiety, Panic Attacks, Phobia



## and Relaxation Techniques



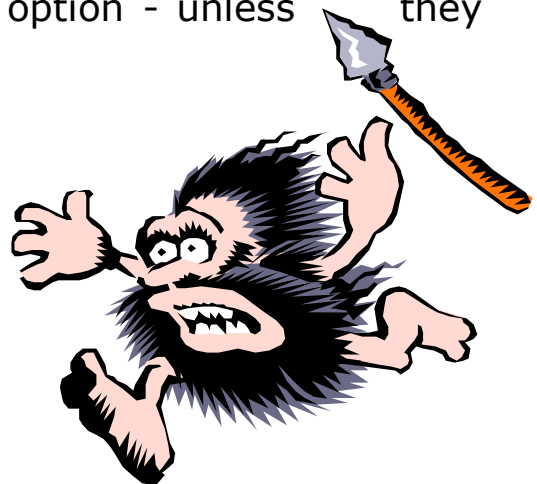
# Anxiety and the Fight or Flight Response

- Everybody has fears from time to time. Fear can even be good for you sometimes and even help you stay healthy. Fear of getting too close to a fire may save you from a bad burn and fear of getting a bad mark on a test may make you study harder.
- Some people even enjoy being a little scared. That's why they like to watch scary movies - or go on roller-coaster rides.
- The body's reaction to fear is called the "fight or flight" response and people have had it since the beginning of time.
- Thousands of years ago caveman or cavewoman came face to face with a number of animals that were ready to eat them such as the sabre-toothed tiger. At this point they could do one of two things; either run for it (that's flight), or pick up a spear and battle with the tiger (that's fight). Doing nothing wasn't an option - unless they wanted to be eaten!



**FIGHT**

or



**FLIGHT**

# The Bodys Preparation for Fight or Flight Response

To prepare for fight or flight, your body produces adrenaline that has the following effects.



- It increases the strength and speed of your heart beat so that more blood can be pumped around the body. This can cause your heart to race.
- Your lungs take in air faster to supply your body with oxygen.
- The pupils in your eyes get larger so you can see well.
- Blood drains away from the stomach which may cause a churning feeling or “butterflies”.
- Tension increases in the muscles preparing them to spring into action. This sometimes causing the muscle to tremble or shake especially in the hands, arms and legs. It can make us feel tense all over particularly the scalp, neck and shoulder muscles, causing headaches or a feeling of a tight band around the head.
- Adrenaline also drains blood away from the brain making it difficult to concentrate. This can make you feel light-headed or dizzy.



**Although these are unpleasant sensations, that can make you feel tired and scared, NONE OF THE PHYSICAL SYMPTOMS OF ANXIETY ARE DANGEROUS!!**

## Good and bad things about Anxiety

**Anxiety affects how our bodies feel, how we think and how we behave.**

<b>Good</b> 	<b>Bad</b> 
<p>Anxiety is Natural</p> <p>Tells you something is wrong</p> <p>Keeps you safe</p> <p>A little bit of anxiety can help you pay attention</p>	<p>Can make you feel scared</p> <p>Can make you want to go to the toilet</p> <p>A lot of anxiety can stop you paying attention</p> <p>Can make you feel like your not in control</p> <p>Can stop you doing things you want to do!</p>

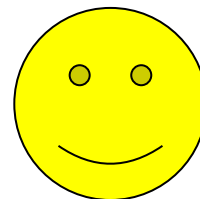
# Panic Attacks

A panic attack is a sudden and unexpected episode in which a person often feels as if he or she is about to die or pass out. Panic attacks are often terrifying, usually lasting a few minutes. They may cause you to feel physical and emotional sensations as if your life is in danger even though there is no actual threat at the time you experience the attack.

Sensations can include:

- sweating
- racing heartbeat
- chest pain
- shortness of breath, dizziness or light headedness
- tummy ache or feeling sick
- trembling, numbness, rubbery legs, or tingling in fingers or toes
- hot flashes or chills
- terror
- a sense of unreality, or fear of impending doom or loss of control
- fear that you are dying or going crazy
- a strong desire to escape

Although these are unpleasant sensations **PANIC ATTACKS ARE NOT DANGEROUS!**



## **Anxiety can be visualised like a jug of water!**

- Everybody's level is different!
- Everyday events can make us feel stressed, for example going to a new school, taking a test , or problems in relationships with friends and family. When we already feel stressed (high water level) it does not take much to trigger off the Anxiety Response (overspill).
- But we can learn ways to keep the level down by relaxing and doing things we enjoy, it's like tipping some water out. Even imagining ourselves doing something fun can help.
- And we can learn to cope better with those things that make us anxious - so our water level doesn't rise too quickly!



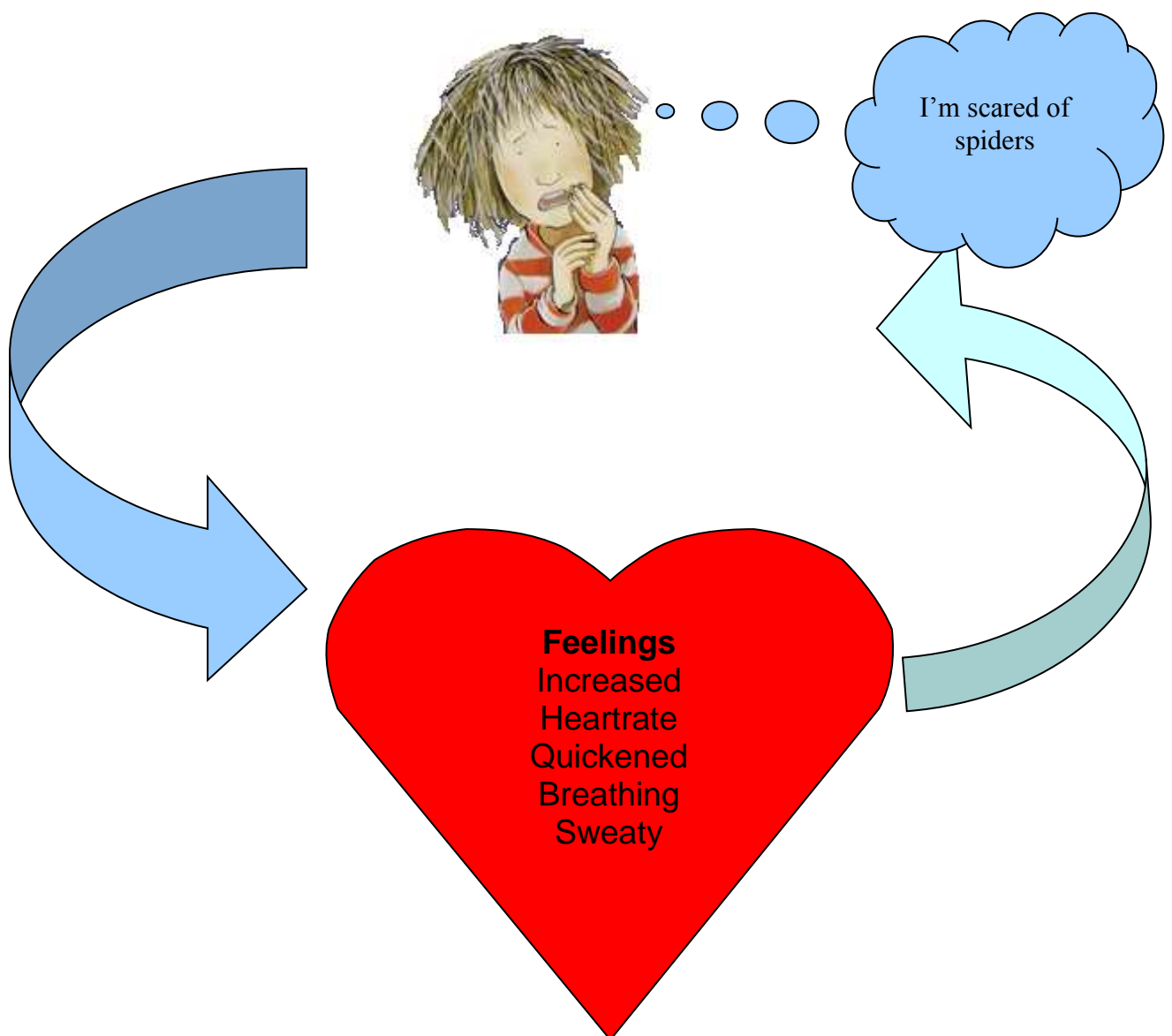
# Phobias

For some people feelings of anxiety or worry occur when they have an intense fear of something specific, such as needles, dogs or spiders. The thoughts they have about these things arouse the fight or flight response.

**Anxious Thoughts affect the body ...**

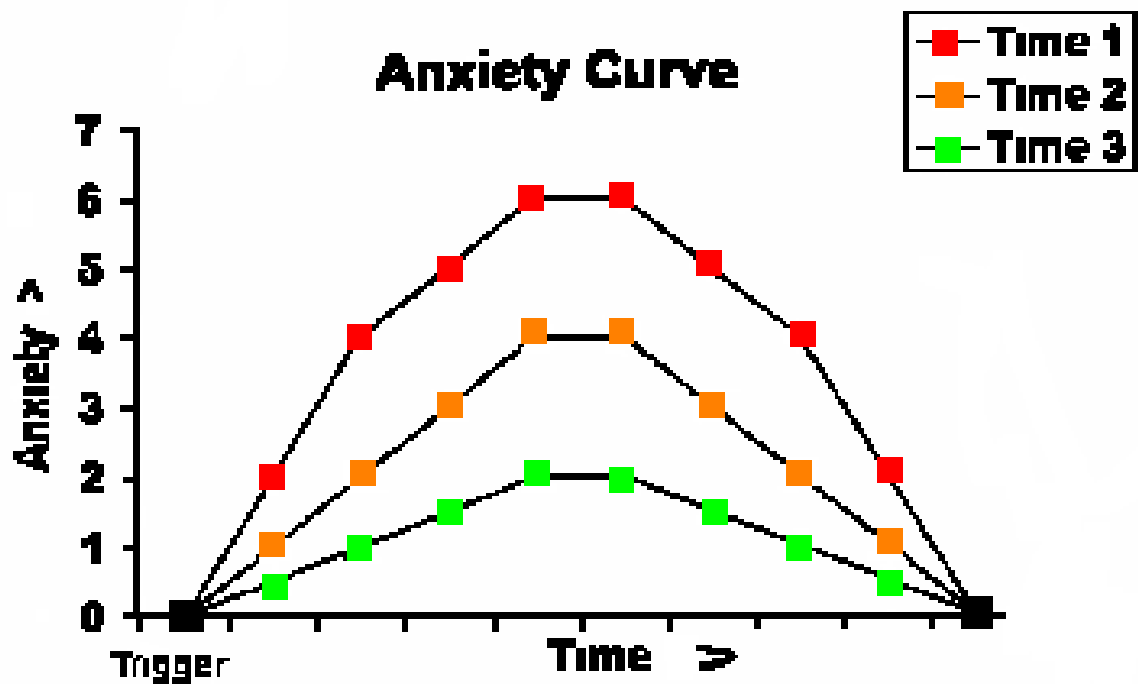
**Anxious Feelings affect the body ....**

**And these thoughts and feelings  
affect the way we behave .....**



## Anxiety

The feelings we have when we are anxious are unpleasant and so we try and move away from those things that scare us. **But** if we can be brave and face the things that we fear we find that the unpleasant feelings gets less and less. The more times we face our fears the less anxious we feel.



## Avoidance Behaviour

- Avoiding situations that make us feel frightened is natural but **MAKES THE FEAR WORSE**. This is because we never learn that those things we fear actually are okay and don't cause us any harm.
- Avoiding does makes us feel better at first, but then we become more worried the next time. The more we avoid the worse it gets!
- Avoidance means stopping doing things. This then leads to a **LOSS OF CONFIDENCE**. Loss of confidence means more anxiety and feeling bad about ourselves because we can't seem to do the things other people can do and the things we want or should do!
- Avoidance can spread to more and more situations.

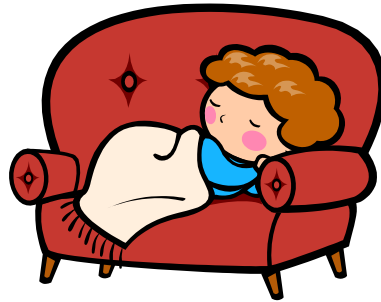
SO WE NEED TO BE BRAVE AND STOP AVOIDING !!!!!  
Being **BRAVE** will break the pattern.





**People who have a phobia of blood, needles or injections often have feelings of lightheadedness and sometimes they even faint.**

When this happens people are often told to relax and lie down for a little while but this doesn't really help.



In order to prevent them from fainting they can learn a new skill.

The new skill is easy to learn and be carried out quickly and easily in almost any situation.

It is called **Applied Tension**.






## How to do Applied Tension

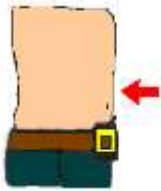

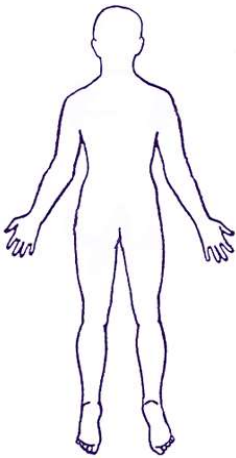
- Tense your big muscles in your body (your arms and legs) without holding your breath for 20 to 30 seconds until your face feels warm.
- Let go of the tension now but do not relax further just go back to normal.
- Wait 20 to 30 seconds.
- Now tense your muscles again for 20 to 30 seconds!
- ..... now let go of the tension **but remember don't relax.**
- Repeat this five times!

If you do these tension exercises regularly (practice five times a day) you will become very good at them.

This will help you when you feel anxious. As soon as you start to feel anxious or lightheaded do your tension exercises and you will feel the lightheadedness go away.

## Relaxation Exercises

Area of Body	Exercise
<b>BREATHING</b> 	Breathe in and count to two slowly  Breathe out and count to four slowly
<b>HANDS</b> 	Make a fist  Then open the fist slowly
<b>ARMS</b> 	Bend your arms  Then relax them back down
<b>SHOULDERS</b> 	Move your shoulders up to your ears  Then relax them
<b>LEGS</b> 	Point your toes downwards. Then relax them  Point your toes upwards. Then relax them.

Area of Body	Exercise
<p>STOMACH</p> 	<p>Breathe in and make your stomach tight</p> <p>Breathe out slowly and relax it</p>
<p>FACE</p> 	<p>Shut your eyes tightly. Then relax them</p> <p>Wrinkle your nose up. Then relax it</p> <p>Bite your teeth together. Then relax them</p>
<p>YOUR WHOLE BODY</p> 	<p>Think of your hands and let them relax more</p> <p>Think of your arms and let them relax more</p> <p>Think of your shoulders and let them relax more</p> <p>Think of your legs and let them relax more</p> <p>Think of your stomach and let them relax more</p> <p>Think of your face and let it relax more</p>
<p>BREATHING</p>	<p>Breathe in and count to 3. Breathe out slowly. Open your eyes.</p>

## REMINDER

We help ourselves to stop feeling anxious if we remember to

- *B*reathe slowly
- *R*elax everyday
- *A*llow ourselves time – remember the anxiety curve!
- *V*oice our fears
- *E*at and drink well!

# Worries and Strengths prompt sheet

Young Person's Name :

Date of Assessment:

## Attendance

Are there any patterns in school non-attendance? Yes No

What is the current attendance for this academic year? .....%

Loss/Change	Yes	No	Comment
<b>worries</b>			
Death/physical illness of significant people.			
Mental health issues of significant people.			
Significant life events (eg moving house / school, separation of parents/ family members, additions to the family, death of a pet).Specify.			
<b>strengths</b>			
Any positive examples of dealing with change? (Friendship groups, family changes, starting new interests)			
Any examples of recovering from loss? (making new friends, new pet relationships etc)			
<b>Family</b>			
<b>worries</b>			
Often late for school?			
Young person living in more than one home / temporary accommodation?			
Any history of tensions in the family home?			
Parenting techniques reported as not working well?			
Lack of family involvement in the young person's education?			
Any other family history of non-attendance at school?			
Practical difficulties in getting to school?			
Complains of feeling unwell a lot			
<b>strengths</b>			
Routines or jobs they participate in (meal times, household chores, responsibilities at home)			
Favoured family outings / interests			
Things they like to do			
What helps to reduce worries at home?			
What helps them to relax?			
<b>Learning Needs</b>			
<b>worries</b>			
Inabilities to problem solve.			
Organisational difficulties.			
Difficulties working under pressure/ processing difficulties.			
Specific learning difficulty. Please specify.			
Not achieving learning potential.			
Avoidance of particular school activities /subjects.			
Does not regularly complete homework			
<b>strengths</b>			
What helps getting them into school?			




What helps getting them to participate in school?			
What key staff are helpful in attendance and participation?			
What helps at the beginning and end of the school day?			
What helps during the school day to make them more relaxed and confident?			
What strengths of character, skills, knowledge do they display?			
What have you noticed about how they have overcome difficulties/worries in the past?			
What do people do that seems to help?			
<b>Social</b>			
<b>worries</b>			
Difficulties with peer relationships.			
Difficulties with relationships with adults in and out of school.			
Social communication difficulties			
Not independent for age.			
Struggles during unstructured times			
Unable to manage change			
<b>strengths</b>			
Has maintained friendships for periods of time			
Has some adults they relate well to			
Maintains social relationships in some areas of their life			
<b>Emotional Well - Being</b>			
<b>worries</b>			
Often appears tired.			
Often appears lacking interest/motivation.			
Often appears anxious.			
Negative about self.			
Negative about others.			
Can display challenging behaviours.			
Does not get involved in school life.			
<b>strengths</b>			
Occasions when they display positive traits – humour, caring, empathy etc			
Occasions when they have shown resilience			
Occasions when they have helped others			
What healthy routines do they have at home? (meals, bedtime, ICT controls,)			
Are there other agencies involved, now or in the past?			
<b>Any other significant concerns or strengths about this young person:</b>			

Name:

Date:

### Confidence Skills




How confident you feel in doing these tasks? Tick the box that suits you best.

Activity	Not at all confident 	In the middle 	Very confident 
Asking a question in class			
Answering a question in class			
Asking to join in a game or activity			
Asking to borrow something from another student			
Buying something from the shop			
Walking to the end of the street on your own			
Crossing the road on your own			
Making something to eat, for example a sandwich			
Making a drink by yourself			
Phoning somebody			
Catching a bus			

Pick at least one task that you would like to do this week \_\_\_\_\_



## Emotions and their associated thoughts, body reactions and resulting behaviours

Emotion	Thoughts	Body reaction	Behaviours
<p><b>Angry</b></p>  <p>frustrated, irritated, impatient, resentful, enraged, peed off, fury, insulted</p>	<p>Assume the worst Problem is enormous Others are unfair</p> <ul style="list-style-type: none"> <li>❖ I've been disrespected, treated unfairly, used</li> <li>❖ I've been let down</li> <li>❖ It's not fair!</li> <li>❖ I won't stand for it</li> </ul>	<p style="text-align: right;">Urge to attack</p> <p>Adrenaline response:</p> <ul style="list-style-type: none"> <li>❖ Tense</li> <li>❖ Fired up</li> <li>❖ Energised, breathing and heart rate increase</li> <li>❖ Difficulty concentrating</li> </ul>	<ul style="list-style-type: none"> <li>❖ Fight</li> <li>❖ Confront</li> <li>❖ Argue</li> <li>❖ Make lots of noise!</li> <li>❖ Sulk</li> <li>❖ Snap, swear, shout</li> <li>❖ Sarcastic, patronise</li> <li>❖ Put downs</li> </ul>
<p><b>Anxious</b></p>  <p>nervous, on edge, apprehensive, scared, frightened, panicky, terrified, petrified</p>	<p>Threat: Overestimate danger Underestimate ability to cope</p> <ul style="list-style-type: none"> <li>❖ I'm in great danger right now</li> <li>❖ The worst possible thing is going to happen</li> <li>❖ I won't be able to cope with it</li> </ul>	<p style="text-align: right;">Urge to escape or avoid</p> <p>Adrenaline response:</p> <ul style="list-style-type: none"> <li>❖ Tense, shaky, sweaty, hot,</li> <li>❖ Energised, breathing and heart rate increase</li> <li>❖ Difficulty concentrating</li> </ul>	<ul style="list-style-type: none"> <li>❖ Avoid people or places (in order to avoid feeling anxious)</li> <li>❖ Fidget</li> <li>❖ Escape / run away</li> <li>❖ Coping or safety behaviours</li> </ul>
<p><b>Depressed</b></p>  <p>sad, down, despairing, hopeless, gloomy, miserable, sorrowful, unhappy, dismayed</p>	<p>Negative focus. Themes of loss, hopelessness, negative view of self</p> <ul style="list-style-type: none"> <li>❖ I'm worthless</li> <li>❖ Nothing's going to change</li> <li>❖ I've lost....</li> </ul>	<p style="text-align: right;">Urge to withdraw</p> <p>Slowed down or agitated</p> <ul style="list-style-type: none"> <li>❖ Tired, lethargic</li> <li>❖ Constipated</li> <li>❖ Memory &amp; concentration problems</li> <li>❖ Appetite &amp; sleep changes</li> <li>❖ Loss of interest: hobbies, sex</li> <li>❖ Restlessness</li> </ul>	<ul style="list-style-type: none"> <li>❖ Do less</li> <li>❖ Talk less</li> <li>❖ Eat less or more</li> <li>❖ Sleep less or more</li> <li>❖ Isolate and withdraw</li> <li>❖ Ruminates on negative thoughts</li> </ul>

# The emotional barometer:

## instructions

Each child makes an emotional barometer from card, using the template on the next page (or another design if preferred).

The barometer indicates the level of intensity of the feeling(s) that children are experiencing. It is a visual cue that keeps children aware of their changing emotions and allows them to record the effect of events and interactions on their mood, helping them to become self-aware and to develop empathy with others.

Children can colour the different segments to indicate increasing levels of feeling (e.g. starting off pale blue and moving through to deep purple). There is a space for 'Not sure. I don't know' as it is important that children realise that they do not have to share their emotions if they do not wish to. Children may colour this segment a neutral shade.

If they are to be used often, teachers may like to consider laminating the barometers.

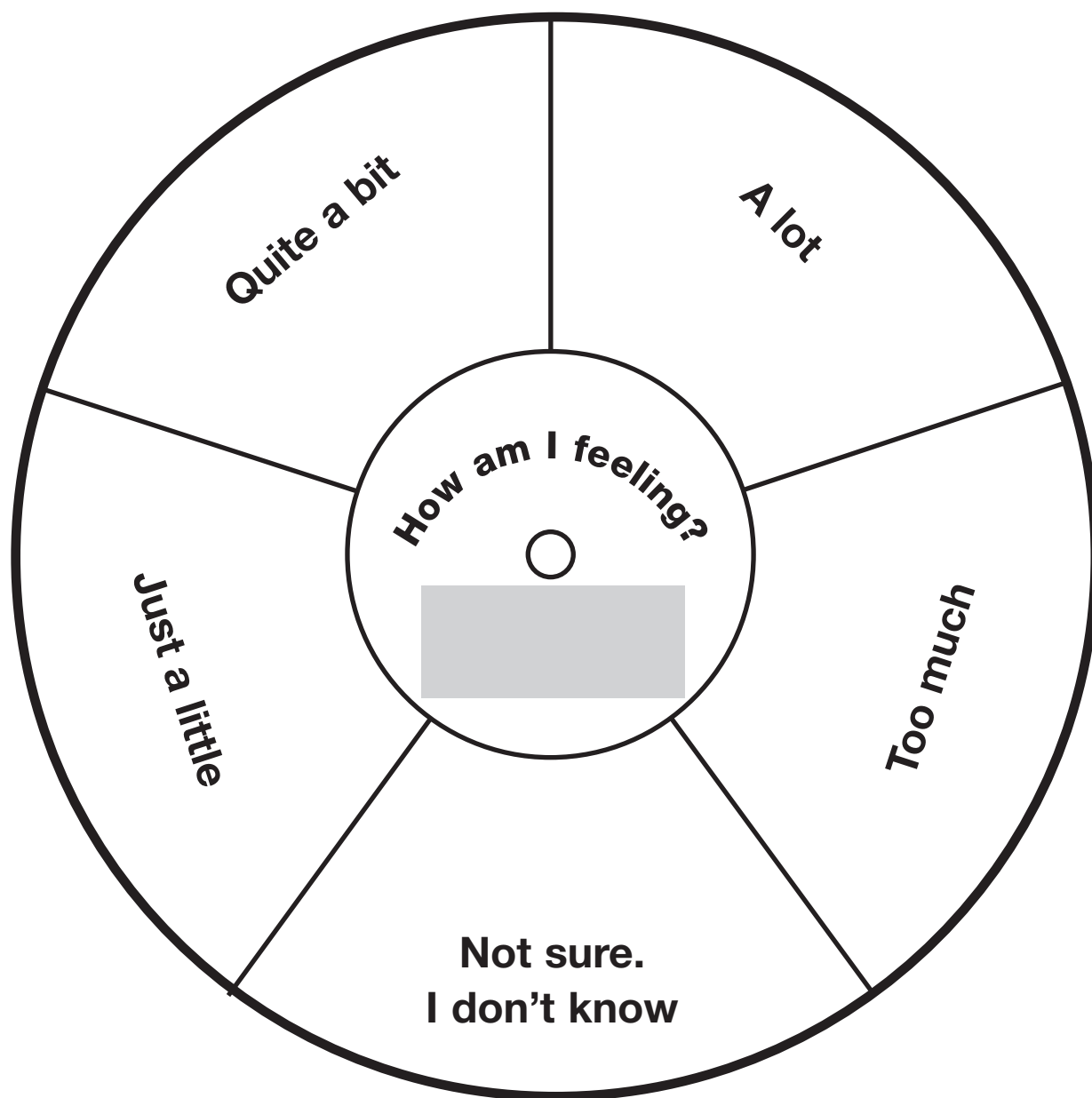
Feeling words can be written on pieces of card to fit the barometer (some are written on the accompanying photocopiable sheet) and given to children to keep or as a 'bank' kept by an adult from which children can take or request particular cards.

The barometers can be kept on the child's desk throughout the day, and the pointer and words changed according to the child's mood.

The template can be enlarged and used as a hanging class barometer to record the mood of the class (with different children being asked to set it at different times of the day).

It is helpful if the teacher also has his or her own barometer and regularly models its use.

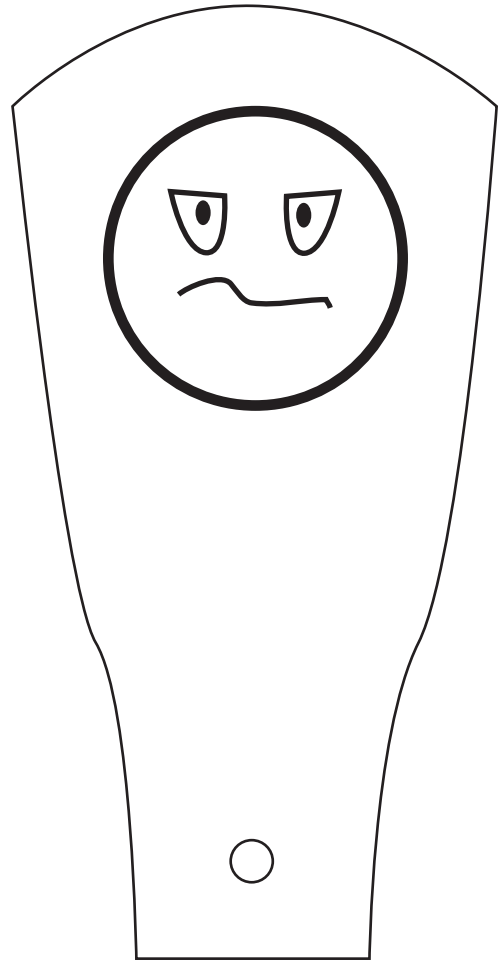
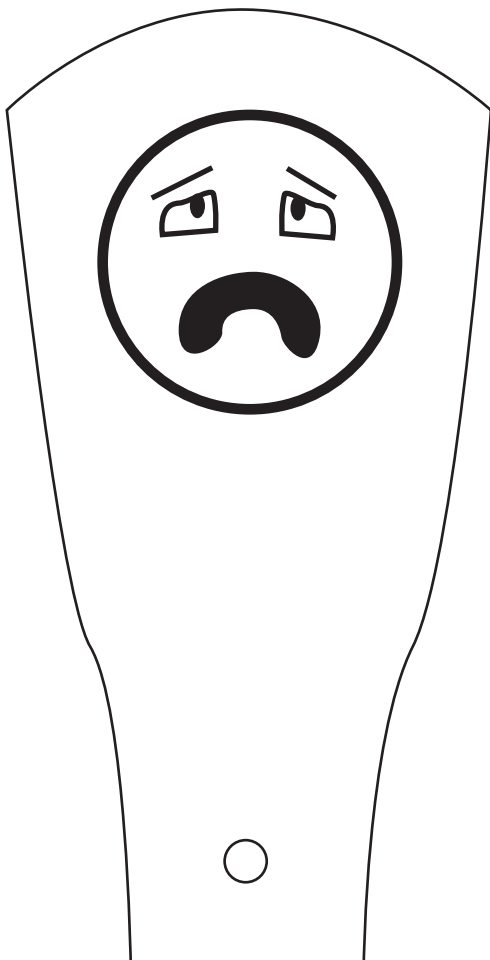
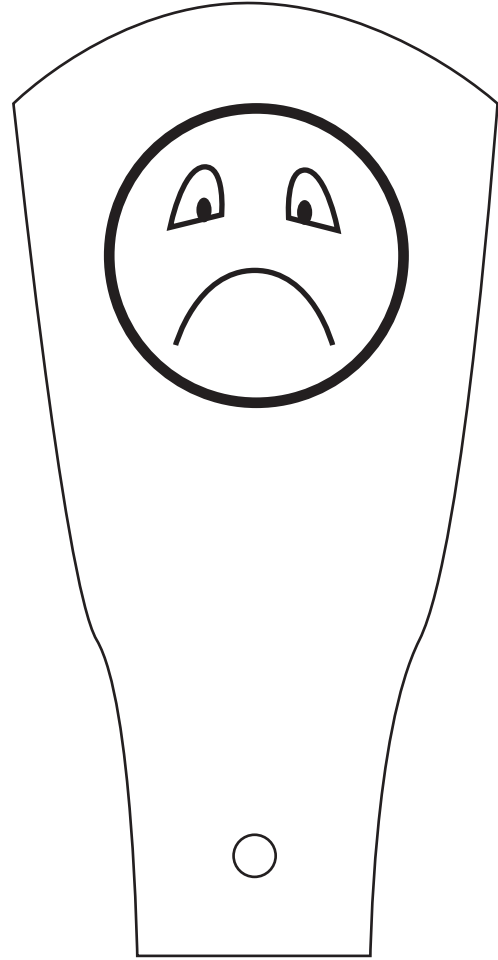
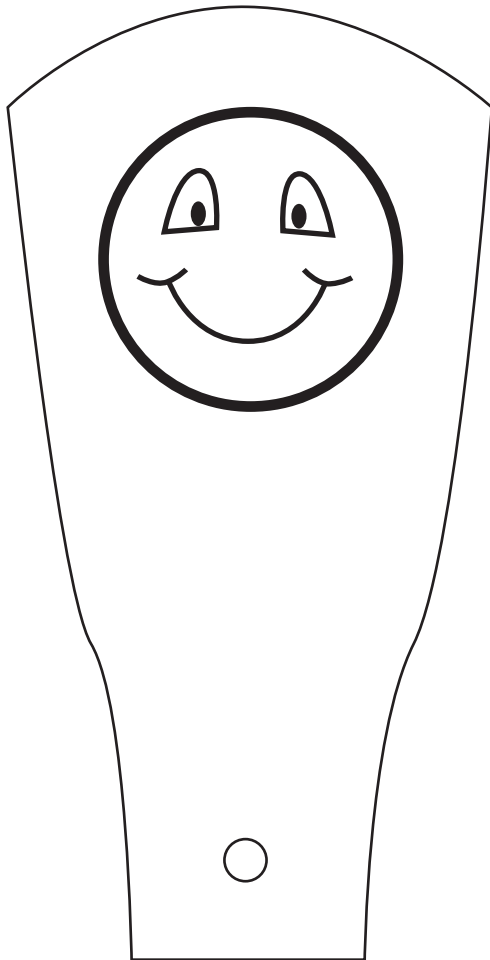
# The emotional barometer: a template



# The emotional barometer: feeling words

Happy	Frustrated
Sad	Guilty
Unhappy	Jealous
Cross	Relaxed
Shy	Embarrassed
Scared	
Worried	
Cared for	
Excited	
Proud	
Relaxed	
Brave	
Hopeful	
Surprised	
Accepted	
Forgiving	
Bored	
Interested	

# Feelings fan



## Feelings fan

**sad**



**happy**



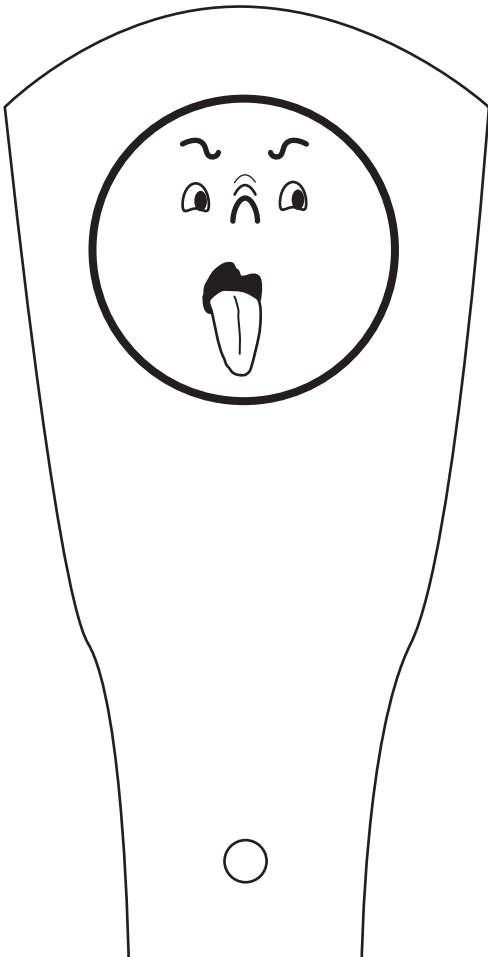
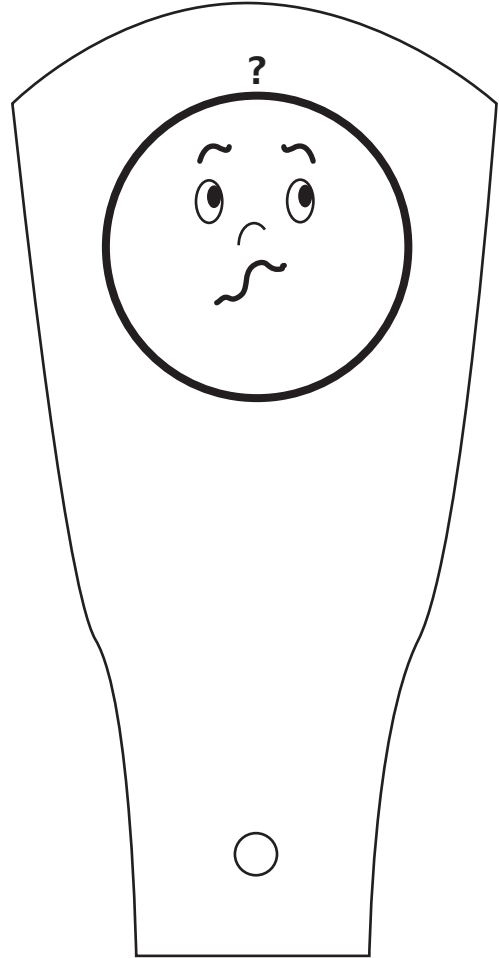
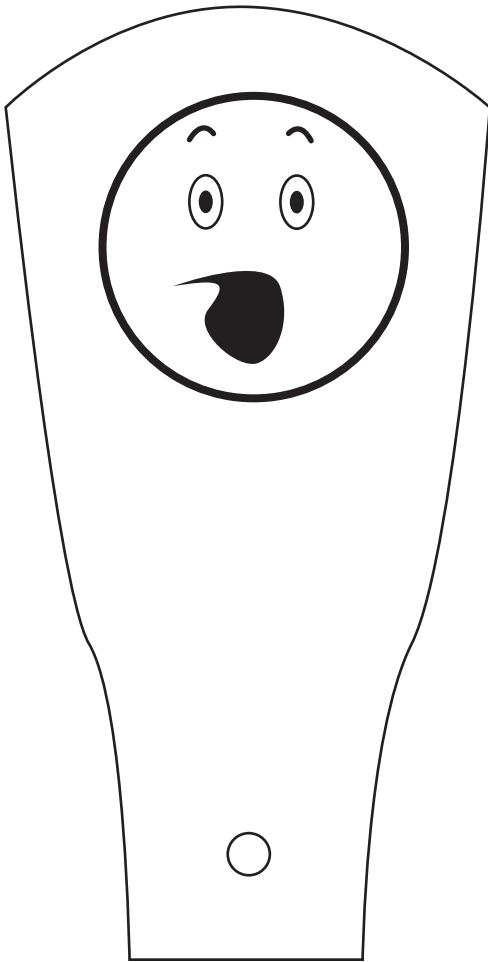
**angry**



**scared**



# Feelings fan



**confused**



**surprised**



**disgusted**





I am worried about

Because

I have done well in

I need to work on

I can do this by

My target for the week

My target for the term

I am angry about

I am happy about

Because

# What Have I Learnt?

*3 things that I have learnt today*

# Questions To Ask

*3 questions I need to ask to reach  
our learning objective*

# My weekly targets

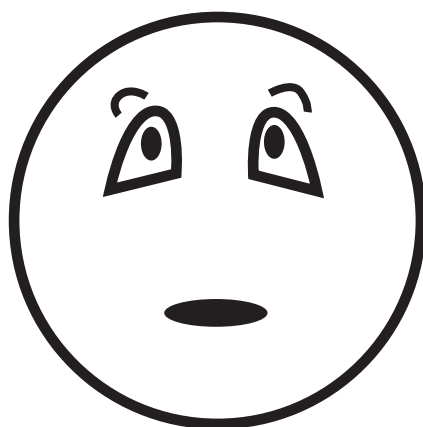
*Tick when achieved*

# ***Feelings, thoughts and behaviour***

What has happened?

How do I feel?

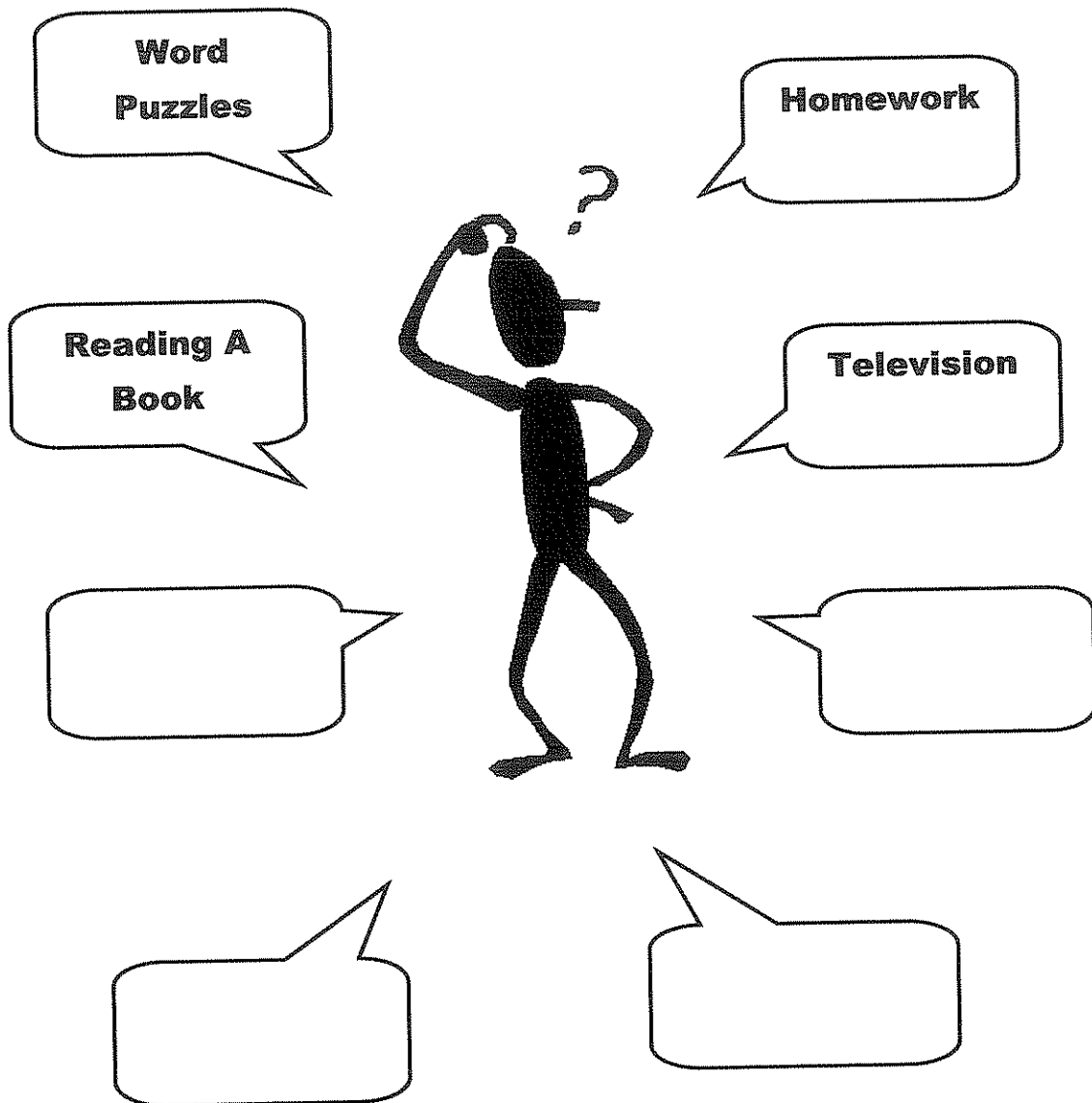
What am I thinking?



What might I do?

## What Can Your Brain Focus On When You're Feeling Anxious?

Your brain can't hold on to anxious thoughts when you're using it for something else! Fill in the blank bubbles with your own ideas.

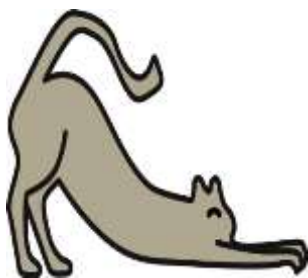


When you feel tense, upset, or nervous, muscles in your body tighten. By practicing tightening certain muscles in your body, you will learn to relax them. Now get comfortable!



Hands and Arms:*Squeeze a Lemon*

Pretend you have a whole lemon in each hand. Now squeeze it hard. Try to squeeze all the juice out! Feel the tightness in your hand and arm as you squeeze. Squeeze hard! Don't leave a single drop. (Hold for 10 seconds). Now relax and let the lemon drop from your hand. See how much better your hand and arm feel when they are relaxed.



Arms and Shoulders:*Stretch Like a Cat*

Pretend you are a furry, lazy cat and you just woke up from a nap. Stretch your arms out in front of you. Now raise them way up high over your head. Feel the pull in your shoulders. Stretch higher and try to touch the ceiling. (Hold for 10 seconds). Great! Let them drop very quickly and feel how good it is to be relaxed. It feels good and warm and lazy.



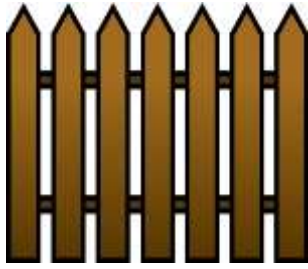
Shoulders and Neck:*Hide in Your Shell*

Now pretend you are a turtle. Try to pull your head into your shell. Try to pull your shoulders up to your ears and push your head down into your shoulders. Hold it tight! (Hold for 10 seconds). Okay, you can come out now. Feel your shoulders relax.



Back:*Swing Up High*

Pretend you are on a swing at the park. Swing your upper body back and forth, back and forth. To get really high, use your arms to help you swing! Keep swinging! (Hold for 10 seconds). Great. You're all done on the swing. Sit back and relax.



**Stomach:***Squeeze Through a Fence*

Now pretend that you want to squeeze through a narrow fence. You'll have to make yourself very skinny if you're going to make it through. Suck your stomach in, try to squeeze it against your back bone. Get it real small and tight. Hold it as tight as you can! (Hold for 10 seconds). Okay, you've made it! You got through the fence. Settle back and let your stomach come back out where it belongs.



**Jaw:***Chew That Carrot*

Now, pretend that you are trying to eat a giant, hard carrot. It is very hard to chew. Bite down on it. As hard as you can. We want to turn that carrot into mush! Keep biting. (Hold for 10 seconds). Good. Now relax. You've eaten the carrot. Let yourself go as loose as you can.



**Face and Nose:***Get That Fly Off Your Nose*

Here comes a pesky old fly and he has landed on your nose! Try to get him off without using your hands. Wrinkle up your nose. Make as many wrinkles in your nose as you can. Scrunch up your nose real hard and hold it just as tight as you can. Notice that when you scrunch up your nose, your cheeks and your mouth and your forehead and your eyes all help you and they get tight, too. (Hold for 10 seconds). Good. You've chased him away. Now you can just relax and let your whole face go smooth.



**Legs and Feet:***Squish Your Toes in the Mud*

Now pretend that you are standing barefoot in a big, fat mud puddle. Squish your toes down deep into the mud. Try to get your feet down to the bottom of the mud puddle. You'll probably need your legs to help you push. Squish your toes down. Push your feet, hard! (Hold for 10 seconds). Okay, come back out now. Relax your feet, relax your legs, and relax your toes. It feels so good to be relaxed. No tenseness anywhere. You feel warm and tingly.



A thick rectangular border with a rainbow gradient, transitioning from red on the left to yellow at the top, green on the right, and blue at the bottom. It has a black outline.

**happy**

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**afraid**

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**thoughtful**

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**worried**

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**nervous**

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**confident**

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**unhappy**

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**disgusted**

**hot**

**sad**

**tired**

**anxious**

**annoyed**

**friendly**

**ashamed**

**confused**

**irritated**

**cold**

**scared**

**lonely**

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**cheerful**

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**bored**

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**proud**

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**hungry**

**angry**

**embarrassed**

**frightened**

**calm**

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**kind**

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**surprised**

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**frustrated**

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**greedy**



**pleased**

**hungry**

**considerate**

**caring**

**joyful**

**lucky**

**ambitious**

**gloomy**

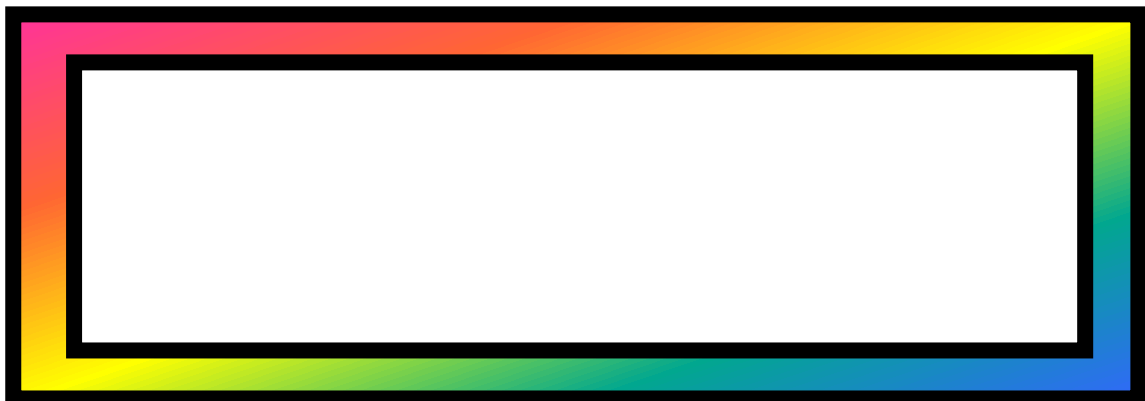
**jealous**

**terrified**

**nervous**

**fearful**

**shocked**



Write down as many things as you can think of which make you feel good about yourself and builds your self esteem.

